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ABSTRACT

Written at the request of the presidents of the New Mexico Association for Community and Junior Colleges as a means of informing the deliberations of the legislatively appointed Higher Education Reform Committee, this position paper outlines the history, mission, and function of New Mexico's community colleges, branch colleges, and vocational-technical schools. The first section provides an overview of the history of the community college movement and of the community colleges in New Mexico. Next, a section on the mission of the community college examines curricula, community college characteristics, the profile of the community college student, commitment to excellence, services provided by the community college, and geographical distribution. The next section offers a description of the role of the community college in the state's economic development, focusing on community college partnerships with New Mexico business and industry. The final sections review the benefits afforded to the state by its community colleges and look at the present and future of the institutions, considering such factors as telecommunications technology, community college partnership with business and industry, and community college recreational and cultural opportunities. Extensive appendices making up two-thirds of the document provide detailed data on all the major topics discussed plus supporting information on tuition and fees, enrollments, remedial instruction, faculty degrees and salaries, budgets and revenues and other related topics. (LAL)

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Position Paper For Community Colleges In New Mexico

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The Position Paper

As a result of a nationwide movement toward educational accountability and the state's own concern for the status of its own educational system in an age of limited resources, the 1985 New Mexico Legislature, in a special session appointed committees to study educational reform. Among the study groups established was the Higher Education Reform Committee (HERC) to study college and university reform in the state.

This position paper was written at the request of the presidents of the New Mexico Association for Community and Junior Colleges to explain more clearly to the HERC the function of the community colleges, branch colleges and vocational-technical schools in the state. The contributions of the state's two-year colleges are elaborated in this position paper in the context of the whole system of New Mexico Higher Education.

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September 15, 1985

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THE COMMUNITY COLLEGE

The Community College is an integral part of New Mexico Higher Education.

* The Community College provides high quality educational opportunities at minimal cost to the student and state.

* The Community College is the answer to reducing the cost per student in delivery of higher education in New Mexico.

* The Community College receives 12 percent of the State appropriation for higher education.

* The Community College provides 19 percent of the total credit instruction for the state's postsecondary educational system.

* The Community College spends 2 1/2 times less money (nationally) to provide quality education during the first two years of college than do the four-year institutions.

* The Community College builds partnerships with business and industry to provide training.

* The Community College articulates programs with high schools and four-year institutions.

* The Community College works closely with the State Department of Vocational Education.

* The Community College is adaptable to a changing society.

* The Community College has "open door" admissions.

* The Community College makes higher education accessible to all.

* The Community College offers remedial developmental education as well as life-long learning opportunities.

* The Community College is student centered and oriented.

* The Community College receives support from the local community.

* The Community College in New Mexico contributes more to the local economy then they take from it in local tax support.

ABSTRACT

The following narrative with supporting appendices is written to provide more insight into the scope and comprehensiveness of the community college system in New Mexico. It is the intent of this position paper to demonstrate the continued viability of the community college system and the integral part this system plays in the training and education of the citizens of New Mexico.

There are seventeen two-year postsecondary schools in New Mexico that fulfill the community college function for the state. Although they each are unique in providing community-based programs and services, they are all dedicated to the same philosophy - providing equal educational opportunity to all. Inherent in this philosophy is a desire to bring higher education within reach of everyone who seeks it; to actively remove access barriers to education; to be responsive to the needs of local citizens; and to be flexible enough to tailor educational programs around those expressed needs.

As a result of the community college effort, New Mexico is improving and will continue to improve the quality of life of its citizens and the economic viability of its communities. In addition, the ability of the community college to respond quickly to program need is and will be a key factor in attracting new business and industry to New Mexico; manufacturers need the assurance that an educational system is in place to train and retrain employees. Annually, thousands of New Mexicans statewide (over 34,000 in 1984) are taking advantage of the educational opportunities offered at these community colleges, which in turn, results in a well-trained work force and educated citizenry for New Mexico.

All of these community colleges are community based, performance oriented institutions. The majority of students enrolled in New Mexico's community colleges are older, nontraditional students who would not be able to receive a postsecondary education if there was not a low-cost community college located within reasonable commuting distance.

A community college is different from a four-year university. It has different goals and serves a different student population. The comprehensive community college offers an academic transfer program, vocational-technical programs, developmental education, community service classes, and cultural enrichment activities. The open access policy of the community college makes these programs available to all of those who desire to take advantage of the offerings.

It is important to New Mexico to maintain our system of community colleges and ensure that they will continue to carry out their mission of educational access.

I. COMMUNITY COLLEGE DEVELOPMENT

History of the Community College:

Only a handful of two year postsecondary colleges existed in 1900. Today, almost 1,200 of these two year schools exist and offer credit and noncredit classes to over 11 million people. The concept of the comprehensive two year college has been described as distinctly western in origin and one of the most significant innovations in higher education during the twentieth century.

There are many reasons for this tremendous evolvement of the two year college concept. Some of the key reasons are:

* Meeting the needs of the individual in a local setting to offer a more practical education rather than stressing the university ideals of highly intellectual and research-oriented activities.

* Helping to fulfill "The American Dream" - the belief inbread in every stratum of society that education is a social and individual good and that society is obligated to provide as much of it as any individual desires and can profit from.

* Expansion of occupational-technical education and the concepts of technical and semiprofessional education which has the effect of bringing the practical aspect of the world of work into the classroom.

* Identification of an untapped opportunity for training and retraining of the adult community member particularly since World War II in view of the constant changes brought about by the information age.

* Full realization of the open-door concept with the spread of colleges into the inner city and rural towns and their emphasis on seeking ways to provide for all the educational needs of that community.

For these and other reasons associated with the concepts of lifelong learning and the open door, the community college has emerged. In many ways, the community college is developing into a contemporary version of the land-grant college, connecting the practical with the theoretical and connecting the community with the academic talent and resources of the college. In view of the new and ever-changing future needs of our society, the need for local educational availability for our citizens will be even greater.

The Community College in New Mexico

The impetus for the establishment of a statewide system of community colleges in New Mexico was the desire on the part of the state to expand educational opportunities for its citizens beyond the high school level. There are now seventeen two-year postsecondary colleges in New Mexico. Three of these are vocational-technical schools, one is a military institute, and thirteen are associate degree granting community and university branch colleges. These colleges are strategically located throughout the state to provide access for the majority of the state's citizenry. The only overlap of institutions within a geographic location occurs in the central part of the state where the largest population of students live. This means that the greatest number of citizens have the greatest choice of educational opportunity generally within commuting distance of their homes.

The community college system in New Mexico provides about 19 percent of the total credit instruction for the state's postsecondary educational system and offers the vast majority of its noncredit and credit vocational and technical instruction. These colleges not only respond to student demand, but on many occasions, generate it. New Mexico does not have as many private colleges as do other states... therefore, the existing system of two-year colleges is essential to maintain if New Mexico is to keep pace with educational demand.

New Mexico schools are relatively young in comparison to the rest of the nation and have incurred expenses in getting established. Also, New Mexico ranks high compared nationally in numbers of economically and educationally disadvantaged, and low in population density which adds to the cost of educating. Finally, noncredit and nontraditional types of offerings are generally a large part of the community college offering, but are not considered in the expenditures per full time equivalent student.

The growth and development of the New Mexico community college system has enabled the state to make great strides toward increasing the access to educational opportunities for people throughout the state. At the same time, the system has served the economic development of the state by training or retraining students who aid the state's economy by taking or returning to jobs in their local communities.

Prominent national demographers have stated that of the ten top job categories extending into the 21st century only two will require training at the bachelors degree level. New Mexico community colleges should be supported in providing training programs for technicians and professional aides at the certificate and associate degree levels.

II. MISSION OF THE COMMUNITY COLLEGE

Community College - Defined

As previously identified, there are seventeen postsecondary two year schools in New Mexico. Although these schools differ in the services they provide and therefore have their own unique profile and mission, they basically have the same scope: to provide a variety of appropriate learning opportunities on a postsecondary level for the citizens in their respective communities. This being the case, the term "community college" will be used in this report to represent these seventeen postsecondary institutions.

Curricula

The credit curricula offered by New Mexico's community colleges typically encompass one or all of the following: academic transfer, vocational-technical, and developmental studies programs. In addition, many of these colleges also offer noncredit programs related to continuing education, personal development, cultural enrichment, and other areas associated with lifelong learning that are typically viewed as self-supporting but nonetheless require resources to maintain. The open- access policy makes these programs available to all of those individuals who would take advantage of the offerings.

Distinct and Unique Characteristics

While there are many goals and objectives that are common to most community colleges, each is distinctly unique unto itself. Each is responsive in its own way to the needs of the area it serves.

Profile of the Student

The average age of the community college student is 29 years. This means that the typical community college student attends college where he or she is living, working, and raising a family. There are increasing numnbers of part-time students, women, minorities, disadvantaged, and first-time students. Senior citizens are also finding new horizons in our community colleges.

Commitment to Excellence

The community colleges of New Mexico are committed to quality education. Each institution must be accredited and evaluated periodically by the North Central Association accrediting agency to ensure that the programs and services provided meet standards of quality. This system of community colleges encourages the use of quality indicators and remains prepared to be accountable to their respective communities.

Services Provided by the Community College

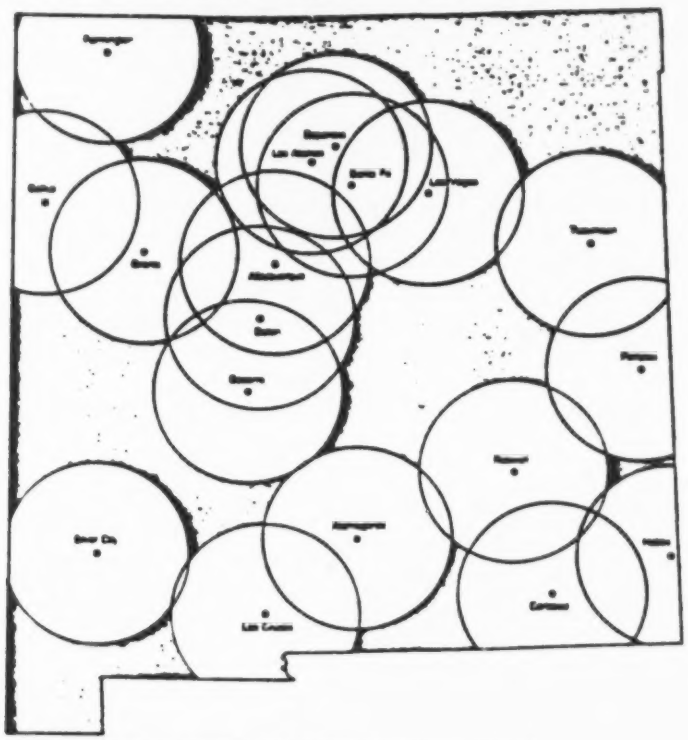
All of the two-year schools offer a variety of additional services to assist students and help make their college experience a success. Services generally available at community colleges include:

- Advisement
- Skill Assessment
- Adult Basic Education
- Career Counseling
- Developmental Studies
- Ethnic Programs
- Financial Aid
- GED Classes/Testing
- Independent Studies
- English as a Second Language
- Recreational Programs
- Job Placement Assistance
- Scholarships
- Student Government
- Student Workstudy Programs
- Student Organizations
- Tutoring
- Veterans Benefits
- Career Development Centers
- Area Vocational High School

Geographic Distribution

New Mexico is a state of vast distances. Transposrtation from one locale to another can be a barrier to educational opportunity. New Mexico has established postsecondary institutions within a radius of 50 miles of more than 95 percent of the state's population. This is comparable to the national pattern. Community colleges are an essential part of this geographical distribution.

HIGHER EDUCATION GEOGRAPHICALLY ACCESSIBLE



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III. THE COMMUNITY COLLEGE AND ECONOMIC DEVELOPMENT

All of the institutions, facilities, businesses, and services in New Mexico are actually focused on one primary concern, the improvement of the quality of life for the citizens of New Mexico. Only through the fulfillment of this objective will New Mexico continue to grow sound economically and continue to attract new people and industry.

Manpower training is the key to economic development which in turn creates a higher standard of living for New Mexicans. Human resource development is as much a concern for the community college as it is for business and industry. Community colleges are structured so that they can meet the needs of those who are unemployed because of changes in the workplace. The introduction of new technologies has brought about a desperate need for retraining and upgrading of skills - also a function that falls within the mission of a community college.

Finally, there are a vast number of undereducated and untrained individuals in the state, both at and beyond the high school level, for which the community college presents an open door in providing educational opportunities. Those who want to and are capable of benefiting from postsecondary programs should not be hampered forever because their previous preparation did not give them the skills necessary to pursue their current educational and career goals.

All of these activities are a key to improving the quality of life for the citizens of New Mexico and therefore also improving the quality and quantity of the work force.

The community college has increasingly worked in establishing a key role at being responsive to and building relationships with business and industry, community agencies, and state government so that all will prosper in a more effective and efficient manner. This is evidenced by the fact that nationally, three out of every four community, technical, and junior colleges report their participation in one or more employer/college partnership arrangements. In many of our New Mexico communities where community colleges are established, the colleges are joining together with business and industry to assess the educational needs of today's society and to develop programs to prepare students to meet the challenges of a demanding and changing job market.

These partnerships can bring about economic vitality, promote creation and expansion of new high-tech enterprises and nurture within the state the highly trained and broadly educated men and women upon whom the success of these ventures depends. Those who will reap the most benefit from these partnerships will be those who can take advantage of the training provided. The American private sector business and industry will also increasingly find these partnerships a more cost effective alternative than the estimated $30 billion a year spent on the education and training of employees. Training and retraining in today's post-industrial, technological society is essential and is a task the community college is prepared and eager to continue to undertake.

Other partnerships that community colleges have actively pursued which aid the economic viability of the various communities are partnerships with area high schools. Many of the community colleges throughout the state are either offering extended programs to the students of their local school districts or are designated area-vocational schools with full-fledged programs to serve secondary students. Various articulation programs and tech-prep/associate-degree agreements are being signed with county high schools. These programs allow students in many cases to receive their associate degrees in less than two years or allow them to pursue more advanced technical courses at a community college.

The obvious benefit is that the student is better prepared for entry level employment and does not have to repeat skills previously mastered. All of this leads to a better prepared workforce and provides a key stimulus for economic development.

The development of these community college partnerships is even more important in light of the following statistics:

* Many of the 20 fastest growing occupations in 1982-1995 all prefer postsecondary education and training, for example, computer science technician, office machine service technician, engineering technician, and banking and insurance personnel - only 2 of 20 will require a bachelors degree or higher.

* An American Electronics Association report entitled "Technical Employment Projects, 1982-87" indicates that the electronics industry will need 60 percent more technicians by 1987 than were employed in 1983 - 115,000 new electronic technician-related jobs as well as worker replacements.

The fastest growing industries in New Mexico are projected to be manufacturing, trade, finance, and services. All will have implications for specialized training and education in the basic skills. Today, you can no longer be an automotive technician and just deal with dirty knuckles - you must know about science, electronics, math, and be literate. The community college will and should play an increasingly major role in this development.

IV. BENEFITS OF THE COMMUNITY COLLEGE

The community college represents the preferred method of delivery for lower division academic work. The cost of the programs is lower - for the student, for the institution, and for the taxpayer; classes are smaller - allowing for more personal interchange among students and instructors; the emphasis at community colleges is in teaching rather than research; and finally, the community college supports the home environment by allowing the student to pursue an education without leaving home.

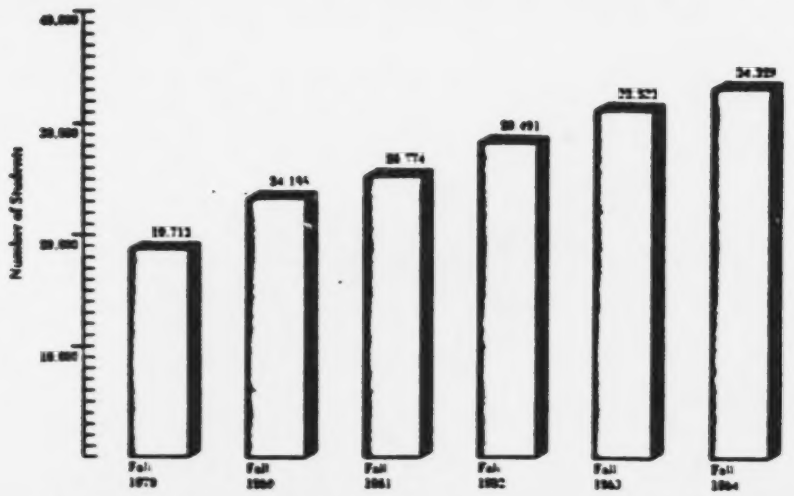
The community college is responsive to local needs, and therefore reaps the benefit of local citizenry support. Because of the closeness to community issues, avenues of opportunity are opened to benefit the institution as well as the citizens of each area. Advisory boards made up of local business leaders and other citizens assist in the development and in planning the direction of college programs.

Local governance is an important key to the community college concept. The community college by nature of its purposes should relate to its local community and be governed by a local board or at least have a local advisory board. This increases the ability to be responsive to local needs. Whether the community college is independent and has an elected independent board or is a branch of a parent institution, local input is essential. The breadth of educational services presently offered by colleges in the community college system is excellent and is largely due to the local governance that has been provided.

The diversity of offerings at each institution is designed to meet each community's unique needs. If the area has a need for technicians in specific trades, the community college initiates a training program to meet this need. The success of this venture has been aptly demonstrated by the increases in enrollment the community college system has been able to demonstrate.

■ ENROLLMENT TRENDS ■

Enrollment at New Mexico's two-year community colleges has grown steadily over the last decade. The graph below illustrates the total number of students enrolled at all two-year institutions in New Mexico since 1979. (The figures reflect enrollments for the fall semesters of each academic year, with the exception of Luna which reported total year figures.)



Statewide enrollments at New Mexico's community colleges and vocational schools are projected to remain nearly constant until the mid-1990s. However, enrollments may climb slightly more than anticipated because of the growing need for technical training. By the mid-1990s, enrollments are expected to begin increasing significantly due to larger high school graduating classes.

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V. THE COMMUNITY COLLEGE IN NEW MEXICO - PRESENT AND FUTURE

The Present

The community college today is involved with many exciting and innovative concepts. These concepts will ensure that the curricula remains viable and current and will continue to move the community college into the information age of high technology. Some of the concepts and trends that have affected community college growth are:

* Telecommunications technology has offered an opportunity for students to take advantage of alternative methods of learning which allows for increased flexibility in scheduling and delivery. This technology has also offered increased access opportunities to learners in remote areas by providing educational offerings via television and other electronic means.

* Community college partnerships with business and industry provide learning opportunities according to workload requirements. Business will consider the community college essential in the overall picture of economic development, and if responsive, will continue turning to the college as cost effective means of meeting training requirements.

* Community colleges will continue to be the focus of much of the recreational and cultural opportunities of their respective communities. Through efforts at cultural literacy, health-related programs, and planned recreational and entertainment activities, the community college will have a holistic approach to meeting the social needs of individuals in the community, resulting in a better educated, more well-rounded citizen.

Through these and other concepts related to the basics of education and personal development, the community college today still strives for the ideals of equal educational opportunity and excellence. These are both worthy goals for higher education, but neither has been completely achieved.

The majority of community colleges in New Mexico receive partial funding from local effort. The majority of students at community colleges are residents of the local community college service area. Tuition at community colleges must be kept low both for access purposes and because community college students have already contributed directly through taxation for local support.

Not all persons who might want to benefit from higher education have been given access to it, and not all of New Mexico Higher Education has achieved a pinnacle of excellence beyond which there is nowhere to go. These will continue to be the goals of the community college system in New Mexico, but only will continue to be so by maintaining a base of local origination in each community as well as continued support from the state government.

The Future

While not advocating that community colleges can be all things to all people, they can be instruments in finding solutions to community problems and meeting community needs. Further, a rapidly changing, specialized and technically oriented society will require better educated, technically competent people in the future. The key in responding to this rapidly changing need will be the community college.

According to the New Mexico Statewide Plan, 1983-88, the following trends will be occurring in the New Mexico colleges and universities:

* Shifts in student demand to professional and technical fields.
* A major growth in the part-time student.
* A greater number of older students.
* A significant increase in total participation by women, but under-representation in many fields.
* An increasing participation by minorities.

It has been the mission of the community college to serve the nontraditional student, and it will continue to be so in the future.

Because New Mexico is among the group of states typically known as the "sunbelt" states, increases in population are expected throughout the 1980's and 1990's. Additionally, the decline in high school graduates predicted for the nation is not expected to significantly affect enrollment, particularly in the community colleges where the proportion in high school enrollment is typically low. In fact, many of the counties of New Mexico are projected to have substantial increases in population to the year 2000. Therefore, educational demand is expected to be even greater.

The National Center for Educational Statistics also presents data that will have an impact mainly on the community college:

* Out of 40 million students in the elementary and secondary schools, 11 million will not complete high school - five years from now the community college will be the likely organization for getting this type of student wanting to know what to do with his or her life.
* 83 percent of the current adult population do not hold bachelors degrees; in New Mexico, the figure is comparable with 82 percent of those 25 years and older achieving less than a bachelors with the percentage being 93 percent for the minority population in the aggregate; further, 31 percent of persons 25 years and older had less than a high school diploma, with that figure increasing to 49 percent for minorities.

* Nearly 2/3 of high school dropouts come from the general education program; further, 80 percent of entering college students know little or nothing about choice of major - this indicates a general lack of direction for today's youth.

All of these trends have implications for the community college:

* For the youth: the community college through partnership efforts with our schools can provide the impetus to provide more program structure and substance by helping to create more continuity in the learning experience.

* For the adult: the community college will be the chief resource for helping many of our citizens become productive through basic skills education, career development, and training/retraining opportunities.

* For the community: the community college through these efforts with the adults and youth of the community will be a prime vehicle for human resource development - a key to economic vitality.

* For business and industry: the community college can be the prime training agency in economic development efforts with existing businesses and can be a factor in attracting new industry to New Mexico.

The present funding formula is neither adequate nor realistic to provide the rapid response required to allow manpower training for businesses, professional certification courses required by state and federal agencies, or state-of-the-art equipment and training for community college instructors to be able to offer the most current training for students. The funding formula needs to be reflective of the future trends of job/career patterns identified by nationally prominent demographers.

The state must therefore continue to support the community college system in New Mexico as an integral part of the state hierarchy of education. Further, in order to build on past achievements and more efficiently and effectively provide educational services during the remainder of this century, increased state and continued local support will be vital. Budgeting at current and past levels by the state will not be adequate to promote necessary and responsive changes within a diverse and relatively autonomous group of community colleges. However, there is a choice... we will actively invest in developing our human resources now, or we will waste these precious resources and thereby diminish the capacity of individual lives and consequently the strength and vitality of the state of New Mexico.

APPENDIX I

Community College Development

Supporting Information

A. The Development of the Community College Movement

1. 1862 - Morrill Act - broadened the base of higher education - developed land grant institutions that taught vocational subjects.

2. 1892 - William Harper, President of the University of Chicago, separated the first and last two years into the "junior college" and "senior college" - the first use of the terms.

3. California passed legislation in 1907 authorizing high schools to offer postgraduate education which approximated the first two years of college.

4. The American Association of Junior Colleges was founded in 1920.

5. Passage of federal vocational education bills during World War I attracted attention of public junior colleges desirous of sharing in the grants provided. The result was a broadened curriculum in the vocational-technical courses offered at the junior college level.

6. World War II created the need for more training at the junior college level. The concept of training for adults was accepted as a mission of the junior college.

7. Benefits provided by the G.I. Bill marked a milestone in regard to federal involvement in the financing of higher education for individuals.

8. The 1947 President's Commission on Higher Education for American Democracy, instituted by Harry Truman advocated the establishment of a network of community colleges throughout the nation.

9. In 1960, the Kellogg Foundation established university centers devoted to the training of two-year college administrators.

10. Unprecedented growth - credit enrollment increased from 585,240 in 1958 to 4,826,000 in the fall of 1980.

B. Establishment of Two Year Colleges in New Mexico

1. Colleges created under the Branch College Act:

During the 1957 session of the New Mexico Legislature, a law was passed making possible the establishment of branch colleges. The purposes of New Mexico branch campuses are to make two years of college education available to students in their home environment; to provide occupational education programs; to provide noncredit community education courses; and to meet the needs of students locally.

The branches provide two years of college curricula of the same quality and kind as are given at the parent institutions. The branches are not considered junior colleges or separate institutions, but two-year divisions of the major university.

The branch community colleges in New Mexico have been established through a process initiated by local boards of education. The local board selected the parent institution, conducted a needs assessment, prepared a budget, began a tax levy process and, if the need was established, consulted the board of regents of the parent insitution to frame a proposal.

After approval by the Board of Educational Finance, the local board and regents entered into a written agreement as described in New Mexico Statutes Annotated S21-14-1(E)(1978). The regents of the parent institution retained full responsibility for academic matters. The local board acted in an advisory capacity.

At the present time, the University of New Mexico has branches in Belen, Gallup, and Los Alamos. New Mexico State University's branches are in Alamogordo, Carlsbad, Grants, and Dona Ana County. Eastern New Mexico University is the parent of branches in Clovis and Roswell.

2. Colleges Constitutionally Created:

New Mexico Military Institute (NMMI) in Roswell and Northern New Mexico Community College (NNMCC) in El Rito and Espanola were provided for in Article XII of the constitution. Each has a five-member board of regents with management and control powers.

3. Colleges Created Under the Junior College Act:

Junior colleges have been established under the Junior College Act (New Mexico Statutes Annotated S21-13-1 et seq. (1978). Five board members are elected by the voters of the district to serve six-year terms. Presently, there are three junior colleges in New Mexico: San Juan College in Farmington, New Mexico Junior College in Hobbs, and Santa Fe Community College.

A branch community college may gain independence from its parent institution [New Mexico Statutes Annotated S21-13-24 (1978)]. Local support is required for independent community colleges.

APPENDIX II

Mission of the Community College

Supporting Information

A. Goals and Objectives Common To Most Community Colleges

1. To provide equal opportunity for access to quality community college education for all eligible individuals irrespective of age, sex, race or ancestry; economic, cultural or physical condition; previous educational experience; or geographic location.

2. To provide transfer education for students who plan to enter into upper division programs at four-year colleges and universities.

3. To provide general education for students desiring a general format in their postsecondary studies. Also, to provide remedial education for students who need to develop basic skills.

4. To keep aware of industrial and business demands in order to provide courses that will satisfy needs of the community (occupational education).

5. To provide counseling and personnel services for all students.

6. To provide the community with information about the college.

7. To serve as a recreational, cultural and intellectual center for the community (Community Service).

8. To seek out innovative and creative developments in educational programs.

9. To extend the resources of the college to the community for programs such as adult education or education for the handicapped.

10. To provide opportunities for development of individual, cultural, moral, civil, and spiritual values.

B. New Mexico Community College Profiles

1. Community and Junior Colleges:

A system of two-year colleges has evolved in New Mexico. The oldest of these schools is New Mexico Military Institute (NMMI) founded in 1893 and operating as a military junior college. The first institution established which now operates as a branch community college is the Carlsbad Branch of New Mexico State University initiated in 1950. Since then, eight branch colleges affiliated with either Eastern New Mexico University, New Mexico State University, or the University of New Mexico have been established. Three schools are funded as junior colleges with independent governing boards, and one institution, Northern New Mexico Community College, is a statewide school with its own board of regents. All thirteen two-year colleges, excluding NMMI, offer both academic transfer curricula and vocational-technical programs in conformity with the need of their individual service area.

Clovis Branch-ENMU

The Clovis Branch of Eastern New Mexico University, first established to provide courses for the personnel at Cannon Air Force Base, is now a comprehensive community college. Because of the proximity to the main campus at Portales, academic offerings are limited to part-time students taking courses in the evening. The college district is the same as the Clovis Public School District.

Roswell Branch-ENMU

The Roswell Branch of Eastern New Mexico University was established in 1958. When Walker Air Force Base was closed, the branch occupied those facilities, and the program was expanded to include vocational programs. Roswell maintains residential facilities for students. The branch district includes the public school districts of Dexter, Hagerman, Lake Arthur, and Roswell.

Alamogordo Branch-NMSU

The Alamogordo Branch of New Mexico State University was established in 1958. The college is expanding vocational offerings. Since its beginning in 1958, the local college has grown to over 1200 students, at an average age of 28, with 24 full-time faculty members. With few exceptions, the first two years of any degree offered by NMSU in Las Cruces can be completed in Alamagordo. Additionally, NMSU Alamogordo currently is expanding vocational program offerings. Occupational/technical programs are designed to meet the needs of industries associated with the White Sands Missle Range and Holloman Air Force Base. A significant number of Holloman Air Force Base personnel attend the college.

Carlsbad Branch-NMSU

The Carlsbad Branch of New Mexico State University began its operations in the 1950's and was the first branch college in New Mexico. Carlsbad is increasing vocational education offerings. The college, as do most of the other branches, offers a variety of community service courses to the adults of the community.

Dona Ana Branch-NMSU

The Dona Ana County Occupational Educational Branch of New Mexico State University is located on the main campus in Las Cruces. Curricula offerings are limited to vocational-technical education, including associate-degree programs. Students attending the branch may live in the New Mexico State dormitories. The district serves all of Dona Ana County, which includes Hatch, Gadsden, and Las Cruces public school districts.

Grants Branch-NMSU

The Grants Branch of New Mexico State University was founded in 1968. The branch offers, in addition to its transfer curriculum, a limited number of skill-improvement courses designed to improve the employment status workers in the district.

Gallup Branch-UNM

The Gallup Branch of the University of New Mexico was established in 1968. Special efforts are made to serve the Indian population of the area by offering courses in locations convenient for this group. Both academic and vocational programs are offered.

Los Alamos Branch-UNM

The Los Alamos Branch, established in 1980, is operated by the University of New Mexico. Excellent facilities, completed in 1984, house a wide variety of academic and technical programs reflective of the Los Alamos expertise in scientific and technical areas. New facilities and responsive program planning have brought out dramatic increases in student enrollment. The college offers an extensive continuing education program for community residents of all ages.

Valencia County Branch-UNM

The Valencia County Branch of the University of New Mexico was established in 1981 in Belen. The present campus is considered temporary, and future plans provide for a permanent campus mid-way between Belen and Los Lunas.

New Mexico Junior College

The New Mexico Junior College, located in Hobbs, began operation in 1966 and is organized under the Junior College Act. The college district includes the public school districts of Eunice, Hobbs, Lovington, and Tatum--four of the five school districts in Lea County. Tuition rates are low, with approximately 70 percent of the college funds being generated locally. New Mexico Junior College offers a comprehensive program of academic, occupational, continuing education, and community service programs. The college also operates vocational programs for district high school students with expenditures shared equally by the college and the school districts. College funding sources are student tuition, state appropriations, local funds derived from a property tax, and federal funds. 89 percent of the students attending New Mexico Junior College are from Lea County.

New Mexico Military Institute

The New Mexico Military Institute is a coeducational state institution founded in 1893, gaining constitutional status with statehood. Mandated by state law to be "a military institute for education and training of the youth of this country," the Institute offers a four-year college preparatory high school and a two-year military junior college, which prepares its college graduates to enter four-year schools at the junior level. Tuition rates are set by the legislature. As a military junior college, NMMI offers both the basic and advanced courses of army senior ROTC. The advanced course leads to a commission as a second lieutenant at the end of two years. The Institute provides officers to the New Mexico Army National Guard as well as to the other reserve components and to the active army. The Institute has been designated by the army as a distinguished military school or its equivalent every year since 1909.

Northern New Mexico Community College

Northern New Mexico Community College was established in 1909 as the New Mexico Spanish-American Normal School to train Spanish-speaking teachers to teach English in the state's rural public schools. After subsequent changes in role from a normal school, to a junior college, to a high school, to an area vocational school, the institution merged with the former University of New Mexico Northern Branch College on July 1, 1977, via legislative action, to become a comprehensive community college. Northern New Mexico Community College serves northcentral New Mexico with postsecondary education and has major instructional centers in El Rito and Espanola. Student residences are available only at the El Rito Center. Governed by board of regents appointed by the governor, the institution is funded from student tuition, state appropriations, and federal funds.

Santa Fe Community College

Santa Fe Community College (SFCC) is the state's newest postsecondary educational institution. Established in 1983 under the Junior College Act, the college's district is the same as the Santa Fe Public School district. SFCC offers academic and occupational courses leading to Associate of Arts, Associate of Science, and Associate of Applied Science degrees. The college also offers certificate programs in a variety of occupational areas, a developmental studies program, and a noncredit community services program. The institution is governed by a five-member board of locally elected citizens. Funding sources include student tuition, state appropriates, a local property tax of two mills and other funds.

San Juan College

San Juan College (SJC) began operation as an independent two-year community college in July, 1982 under the Junior College Act. The college is located in Farmington, a bustling, growing community in northwestern New Mexico and has grown to approximately 2,400 students. In its early years beginning in 1956, SJC operated as the Farmington Branch of New Mexico State University but has since grown into a fully comprehensive community college. Excellent facilities presently house academic transfer programs, general education and vocational programs. Funding sources for SJC include student tuition, local funds derived from property tax, state appropriations, and federal funds.

2. Vocational and Technical Schools

Three postsecondary schools in New Mexico offer technical and vocational programs that are not for college credit. Two schools were established under the Area Vocational School Act, and one institution operates under the Technical and Vocational Institute Act. Although funding for these schools is not within the purview of the Board of Educational Finance, the State Commission does include the schools in its planning discussions during the year.

Albuquerque Technical-Vocational Institute

Albuquerque Technical-Vocational Institute, established in 1965, is the only institution in New Mexico organized under the Technical and Vocational Institute Act. The institutional mission is to provide skills to students which improve their employability. The curriculum is vocational/technical, noncredit, and is offered at the main campus, the new Joseph M. Montoya campus located in the Northeast Heights, with health care programs offered near the Presbyterian Hospital. The institution is suported by a three-mill levy, state appropriation, and federal funds. An additional one-half mill is levied for capital outlay projects.

Vocational-Technical Institute

Luna Vocational-Technical Institute, established in 1971, is also organized under the Area Vocational School Act. Within the following school districts, five mills are levied for the institution's support: West Las Vegas, Las Vegas City, Mora, Santa Rosa, Springer, and Maxwell. Additional revenue is from student fees, an appropriation set by the legislature, and federal funds. Luna is designated an area vocational school and offers no college credit courses.

Tucumcari Area Vocational School

Tucumcari Area Vocational School was organized in 1979 under the Area Vocational School Act. The voters within the Tucumcari Public School district passed a five-mill levy to support the program. The mill levy is supplemented by a legislative appropriation and minimal student fees. A new building funded by a state appropriation has been completed. Both secondary and postsecondary students are served. No credit courses are offered.

C. Community College Mission and Philosophy Statements

ENMU-Clovis

The mission of the Clovis campus as a statutory branch of Eastern New Mexico University is to be a comprehensive community college. Focusing on the development of the total individual, the campus supports opportunity for access to learning, the dignity of choice, and provisions for lifelong learning. ENMU-Clovis shares with other postsecondary institutions the common responsibility for preparing individuals to assume personal direction based upon sound decisions related to education, work, and productive use of leisure time.

The comprehensive mission of the campus is met by the provision of a wide variety of instructional programs (academic and vocational): student services; community services; developmental education; continuing education; and social, cultural, and recreational activities. This variety allows the individual student educational fulfillment regardless of his or her program of study.

ENMU - Roswell

Eastern New Mexico University - Roswell is organized to meet the educational needs of qualified individuals desiring to further their educational experience. Education is a continuing process, and it is important that the opportunity for education be provided to all our citizenry. The responsibility for the preparation of individuals in our present society to assume responsibilities and to demonstrate personal initiative lies with every educational institution. It is the function of ENMU-R, therefore, to stimulate, to prepare, and to encourage individuals to take their place as responsible citizens in our democratic society.

NMSU - Carlsbad

The mission of New Mexico State University at Carlsbad, within the framework of a two-year comprehensive community college, is to meet the educational needs of postsecondary students in the service area, commensurate with the available financial physical, and human resources. In addition, the institution provides personal enrichment, recreational, and retraining programs as well as service to the community in response to its cultural and intellectual needs.

NMSU - Dona Ana

The Dona Ana Branch Community College has been approved by the State and the voters in Dona Ana County to provide training for employment. It has also been approved by the State Board of Education as an area vocational school. Programs are developed for those persons for whom employment appears to be available. Certain employers and workers in the various fields serve as advisers for specific programs to ensure that the courses are relevant and necessary.

NMSU - Alamogordo

The mission of New Mexico State University at Alamogordo is (1) to provide quality, traditional postsecondary, developmental, and career-oriented education, and (2) to provide personal enrichment programs through continued response to the cultural and intellectual needs of the community.

NMSU - Grants

The primary purpose of New Mexico State University at Grants is to serve the postsecondary educational needs of a varied citizenry in Western Valencia County. To achieve this goal, the college is committed to:

1. An open-door policy which gives every student the right to try formal education after completion of high school.

2. A comprehensive counseling program to help students reach reasonable educational decisions.

3. Classes scheduled throughout the day and evening to provide educational opportunities at times to accommodate all students.

4. A comprehensive learning resource center which is necessary to complement instruction and help each student realize his or her educational objective.

UNM - Los Alamos

The University of New Mexico at Los Alamos is committed to providing the highest quality education for its students. Drawing upon its greatest asset, the human and physical resources of Los Alamos, its programs shall be threefold:

1. Two-year academic transfer programs.

2. A wide-ranging program of community education responsive to the needs of the region.

3. Associate degree programs with emphasis on those technical areas that have nationally demonstrated demand and that use the distinctive Los Alamos expertise.

The University of New Mexico at Los Alamos is committed to providing these programs to all students of the region, and it pledges itself to provide the services, including developmental services, necessary to help these students achieve their goals. Furthermore, the University of New Mexico at Los Alamos will seek active cooperation with all neighboring educational programs and institutions, confident that such cooperation is in the best interest of the student and the region

UNM - Valencia

The UNM-Valencia Campus subscribes to the concept of comprehensive community education. Consistent with this philosophy, it is the goal of the college to provide, within available resources, programs and services of superior quality to meet the postsecondary educational needs, immediate and future, of all citizens of the community. The college encourages life-long learning and thus maintains an admissions policy that allows for entry by all segments of the community, believing that all who can benefit from its services should be free to do so.

Specifically, the purpose of the college is to provide:

1. A general community college education to all students;

2. A two-year program of education in the liberal arts and sciences, culminating in the awarding of associate degrees;

3. A wide range of vocational and technical programs for students who will terminate their formal study in two years or less in order to seek career- related employment;

4. A quality transfer program to include a wide range of liberal arts and pre-professional subjects that will enable articulation to four-year colleges and universities;

5. Community educational services;

6. A program of remedial education for citizrns whose previous educational experiences have been inadequate;

7. Academic advisement and career counseling services;

8. A program of services designed to improve the cultural economic and social environment of the community.

UNM - Gallup

The University of New Mexico-Gallup is committed to the philosophy that postsecondary educational opportunities should be provided for all individuals. We believe that this education should meet the individual's needs, abilities, and desire to achieve.

Educational opportunities are essential in a community involved in a rapid social change. The Gallup Branch has no greater purpose than that of making higher education available to all. From this philosophical base emerge the following goals of the Gallup Branch:

To provide the first two years of a baccalaureate education consisting of liberal arts, sciences, and pre-professional programs which prepare students for transfer to four-year colleges and universities and meet individual educational goals;

To provide certification and licensing for special programs unique to the Gallup Branch as well as terminal, two-year Associate Degrees;

To provide career education including occupational, vocational, technical and semi-technical programs and to provide job training, retraining and upgrading of skills to meet individual's, local, and state manpower needs;

To provide community education including noncredit and adult continuing education classes which meet individual educational goals and have practical impact within the community;

To provide public service activities that stimulate and encourage community cultural activities including workshops, seminars, forums, cultural enrichment, community serveys, facility usage, and studies designed to meet community service needs;

To provide student support services designed to reflect the programmatic development and direction for the institutional, including, but not limited to admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students;

To provide a preparatory and developmental program of instruction that will give students the opportunity to make up scholastic or subject area deficiencies and;

To provide a learning environment which encourages a forum for the exchange of ideas and recognizes the unique geographical and multicultural differences which exist in the service area.

New Mexico Junior College

The mission of New Mexico Junior College is to provide a variety of life-long learning opportunities for the people of the service area.

Taking into consideration the educational and cultural diversity of the population as well as the needs of communities, business, and industry, an appropriate array of high quality learning experiences will be offered throughout the service area insofar as resources will allow.

The college intends to provide opportunities for:

Individuals

- Personal growth and development
- Job/Career entry skills development and/or upgrading
- Transfer to other institutions
- Professional development

Communities

- Manpower training
- Professional and technical development

Business and Industry

- Manpower training
- Professional and technical development

New Mexico Military Institute

The policy statement of the Board of Regents of New Mexico Military Institute is as follows:

1. New Mexico Military Institute is primarily an academic institution operating within the framework of a military environment.

2. The junior college is primarily designed to prepare students for transfer to four-year colleges and universities. However, career programs for the student whose goal is not necessarily college transfer are available. An Associate in Arts degree is awarded to qualified graduates.

3. The high school curriculum is designed basically for those students planning to pursue a college course of study after graduation.

4. Members of the staff and faculty are selected for their professional qualifications and their willingness to work in a program that is both academic and military.

5. Every effort is made to instill integrity through an honor system and to develop individual responsibility.

6. Students are both instructed in and offered opportunities to practice the principles and techniques of good leadership. Only students in full residence may be members of the Cadet Corps.

7. As a general policy, cadets at New Mexico Military Institute are required to attend non-denominational chapel once weekly unless specifically excused. Chapel services are conducted at the Institute at such times as to permit and encourage cadets to attend other church services of their choice in Roswell.

8. All full-time students are required to be unmarried resident members of the Cadet Corps and to participate in military science and physical education activities.

Northern New Mexico Community College

Northern New Mexico Community College (NNMCC) is a two year comprehensive community college which services primarily northern New Mexico. This area is one of significant differences in geography, culture, economic conditions

and job opportunities. The college recognizes that the miltilingual, multicultural nature of the area requires a wide range of educational responses. NNMCC seeks to be the center of educational, social, and cultural experience for all communities of northern New Mexico. In so doing, NNMCC recognizes that all people have basic needs in life. One of these needs is to acquire the skills necessary to obtain and hold a personally and economically rewarding poisition. Another need is to recognize that moral and aesthetic values are reflected in various cultures and that the recognition of those values should enhance life.

Santa Fe Community College

The mission of Santa Fe Community College is to provide for members of the community quality- learning experiences which will assist them to live effectively as workers, family members, and citizens. The college aims to provide an education that aids each individual in attaining a high level of cultural, intellectual, physical, and social development, and a high level of technical competence. To accomplish this purpose, SFCC offers at low cost to students the following types of educational programs: occupational, transfer, developmental education, cultural enrichment, guidance and community services.

San Juan College

San Juan College strives to provide education and service to all members of the college's service area who could benefit from its programs. In so doing, San Juan College asserts these fundamental beliefs:

> We believe in the inherent worth and potential of every individual, regardless of race, sex, age, socio-economic group or other factors, and pledge ourselves to provide a variety of programs and activities to develop that potential. We believe that San Juan College should be strongly community based and anticipate as well as respond to the changing needs of the community, while at the same time remaining accountable to its constituency.
>
> We believe San Juan College should be performance oriented in its educational programs with appropriate methods of evaluating the success or failure of programs.
>
> We believe that education is a life-long process and that every individual has a capacity for life-long learning. The community college should be a fundamental provider in this quest.
>
> We believe San Juan College should promote cultural pursuits, open up new areas of community interest, and offer leadership in promoting cultural appreciation with the community in general.
>
> We believe we have a responsiblity to our community and nation in assisting in the solutions of great problems that affect us at every level.

The mission of San Juan College is to asses the educational and human needs of the entire community in concert with other community agencies and groups; to assist in meeting these needs through identification of potential clientele, assessment of resources, removal of access barriers, development and implementation of curriculum and services, and maintenance of accountability in all of its activities.

Luna Vocational-Technical Institute

The mission of the institute is as follows:

1. To prepare adults for productive employment in an occupation.

2. To allow an opportunity for upgrading of skills to increase employability.

3. To provide for the development of communicative and life skills to enable students to become successful in acquiring employment.

4. To provide continuing education and community service programs.

Albuquerque Technical-Vocational

1. The world of today is characterized by rapid change - social, economic, political and scientific. Areas and people are pulled closer together because of unprecedented technological advancement. Education in America plays a significant role in the lives of students and the future of the nation and the world. The purpose of education is to provide adults with the knowledge, understanding and sills to be successful citizens. In order that each individual may develop and work constructively as a member of society, insofar as able, education must provide rich and varied experience for all. This education should be designed to assist each individual to become intellectually competent, to think critically, and to make the wisest use of human, natural, and material resources.

2. Work has an importance far beyond providing earnings and a livelihood for a person. A job is a minimum requirement for meaningful participation in a society. A person who cannot lay claim to a job knows the sense of failure in a society that traditionally measures success in terms of occupational achievement.

3. Because of the changing technology and the decline of the market for persons without skills in our economy, many adults must now seek those earlier and not provided by the traditional educational systems.

4. The governing Board believes that adequate opportunities should be provided to adults to acquire skills and related knowledge that will permit them to become all they are capable of being. This requires that the institute provide sufficient choices and

sufficient capacity in its technical-vocational education programs so that every person within its jurisdiction seeking that education can be served by the educational opportunity that best fulfills the student's needs, abilities, and interests. In addition to providing a student with the skills and training to become a successful worker, the courses should be designed to develop the attitudes necessary for success in an occupation.

Tucumcari Area Vocational School

Tucumcari Area Vocational School (TAVS) is devoted to the concept of improving vocational opportunities for people of its service area while providing well-trained employees for area business and industry, striving in this and other ways to improve the quality of life for area residents.

TAVS reaches for these goals by providing the opportunity for the development and upgrading of basic skills for increasing employability; by continually revising vocational programs to reflect changing area needs; by providing for the development of basic adult education and communication skills; and by providing practical and cultural skills development designed to provide enrichment of life for people of the service area.

APPENDIX III

The Community College and Economic Development

Supporting Information

A. Meeting the Nation's Career Needs

The following lists reflect a growing trend in America today: the increasing number of occupations that require more than four years of high school training but less than a baccaulaureate degree. Those high schools and colleges which have articulated programs are best suited to meet the needs of America's work force, both now and for the future.

1. Some Occupations Related to the Physical Sciences

High School Graduation Usually Necessary or Recommended	Two Years of College or Aprenticeship or Specialized School Usually Necessary or Recommended	Four or More Years of College Usually Necessary or Recommended
Construction Helper	Aviation Inspector	Aerospace Engineer
Construction Laborer	Aerospace Technician	Anesthesiologist
Cook	Airborne & Power Plant Technician	Anthropologist
Electrotyper & Stenotyper	Auto Technician	Archaeologist
Electroplater	Brick Mason	Astronomer
Electronic Assembler	Broadcast Technician	Astrophysicist
Guard	Carpenter & Contractor	Biochemist
Janitor & Custodian	Computer Programmer	Cartographer
Laundry & Drycleaning Operator	Computer Operator	Chemist
Machine Operator	Chef	Civil Engineer
Truck Driver	Drafter	Computer Engineer
	Engineering Technician	Dentist
	Electrician	Electrical Engineer
	Electronic Technician	Environmental Scientist
	Electron Microscopist	Food & Drug Analyst
	Graphic Artist Technician	Geographer
	Heating & Air-Conditioning Tech	Geologist
	Inspector	Geophysicist
	Instrument & Appliance Repair Tech	Industrial Engineer
	Law Technician	Mechanical Engineer
	Law Enforcer	Metallurgial Engineer
	Machinist	Meteorologist
	Millwright	Nuclear Engineer
	Nuclear Technician	Petroleum Engineer
	Plumber & Pipefitter	Pharmacologist
	Quality Control Technician	Physicist
	Robotics Technician	Quality Control Engineer
	Sheet Metal Technician	Safety Engineer
	Science Technician	Traffic Engineer

Tool & Die Maker
Travel Agent
Systems Analyst
Welding Technician

2. Some Occupations Related to the Life Sciences

Animal Caretaker
Custodian
Dog Trainer
Farmer
Florist
Gardener
Gamekeeper
Groundskeeper
Hunting & Fishing Guide
Lab Assistant
Medical Secretary
Museum Worker
Nurse, Aid
Nursery Manager
Orchardist
Orderly
Recreation Worker
Taxidermist
Waiter & Waitress

Agricultural Technician
Agricultural Business Person
Biomedical Equipment Technician
Cytotechnologist
Dental Ceramist
Dental Lab Technician
EEG Technician
Electrologist
Fingerprint Classifier
Fish & Game Warden
Food Service Supervisor
Forestry Technician
Greenskeeper Technician
Health Inspector
Histologic Technician
Inhalation Therapist
Medical Lab Worker
Mortician
Nurse, Associate Degree R.N.
Nurse, Practical
Ornamental Horticulture Technician
Occupational Therapist Assistant
Paramedic
Radiologic Technologist
Respiratory Therapy Technician
Recreation Assistant
Water & Waste Treatment Technician

Agronomist
Anthropologist
Athletic Trainer
Audiologist
Bacteriologist
Biologist
Botanist
Botanist
Dentist
Dietitian
Entomologist
Food & Drug Inspector
Forester
Health Educator
Horticulturist
Industrial Hygienist
Landscape Architect
Medical Librarian
Microbiologist
Nurse, B.A.
Occupational Therapist
Optometrist
Physical Therapist
Physician
Podiatrist
Psychologist
Public Health Officer
Recreation Director
Sanitarian
Taxonomist
Veterinarian
Zoologist

K. Patricia Cross, Chapter VII of Dr. Dale Parnell's, The Neglected Majority, 1985.

B. Future Occupations

These ten mythical help-wanted ads typify the skifts that futurists predict for the nation's job market, changes that are bound to affect the education and training of the work force of the future.

Geriatric Social Worker: Inner-city private nursing home, immediate opening for capable, reliable person. Must be L.P.N. or have equivalent education. Salary $16,000 to $22,000 depending on experience. References required. Equal Opportunity Employer. Associate degree preferred with broad education background.

Laser Process Technician: High-technology firm needs dependable, experienced laser technician. Should have two years related laser cutting machine experience or will train. Flex time and day care available. Job sharing and shared dividends. Salary $16,000 to $25,000 negotiable. E.O.E. Associate degree preferred with solid math and science background.

Genetic Engineering Technician: Positions available for both process technicians and engineering technicians. Relocation. Must have two years technical education and training. Additional education by company. Moving expenses paid by firm. Company will buy your present home. Salary $20,000 to $30,000. E.O.E. Associate degree preferred with broad science background.

Battery Technician: Large oil firm needs five technicians with previous experience in fuel cells or high-energy batteries. Shift work, O.T. available, dressing rooms and private locker, discount on all corporate products. Education and managerial training available. $15,000 to $20,000. E.O.E. Associate degree preferred.

Staff Assistant: County tax assessor needs dependable executive secretary skilled in use of word processor and microcomputer. Must have good interpersonal skills with ability to remain calm in conflict situations. Salary range: $16,000 to $24,000. E.O.E. Associate degree preferred with broad educational background.

Electronic Technicians: Small electronics company needs dependable and broadly educated technician. Must be knowledgeable of fluid power systems, mechanical systems, as well as electrical systems. Flex time available. Company stock plan available. Salary $18,000 to $28,000, negotiable. E.O.E. Associate degree preferred.

Police Officer: City of Serenity needs police officer who has completed an associate degree law enforcement training program or is graduate of a police academy. Excellent communication skills required. Preference in point system will be given to those candidates able to communicate in Spanish. Salary $20,000 to $30,000 with excellent fringe package. E.O.E. Associate degree preferred with broad educational background.

Nurse: General Hospital needs dependable registered nurse for alternating shift work. Must have good interpersonal skills as well as technical nursing competencies. Salary range $18,000 to $25,000 with excellent fringe benefits package. E.O.E. Associate degree preferred.

Marketing Representative: Small computer-related firm needs dependable individual with sales education and training or equivalent experience. Must be knowledgeable of computer systems and electronics. Some on-the-job education and managerial training available. Associate degree preferred. Salary begins at $18,000 with additional commission based on sales volume. E.O.E.

Bookkeeper: Small business needs bookkeeper with experience in automated bookkeeping systems. Must have two years technical education and training with associate degree preferred. Flex time and day care available. Salary $18,000 to $25,000.

K. Patricia Cross, Chapter VII of Dr. Dale Parnell's, The Neglected Majority, 1985.

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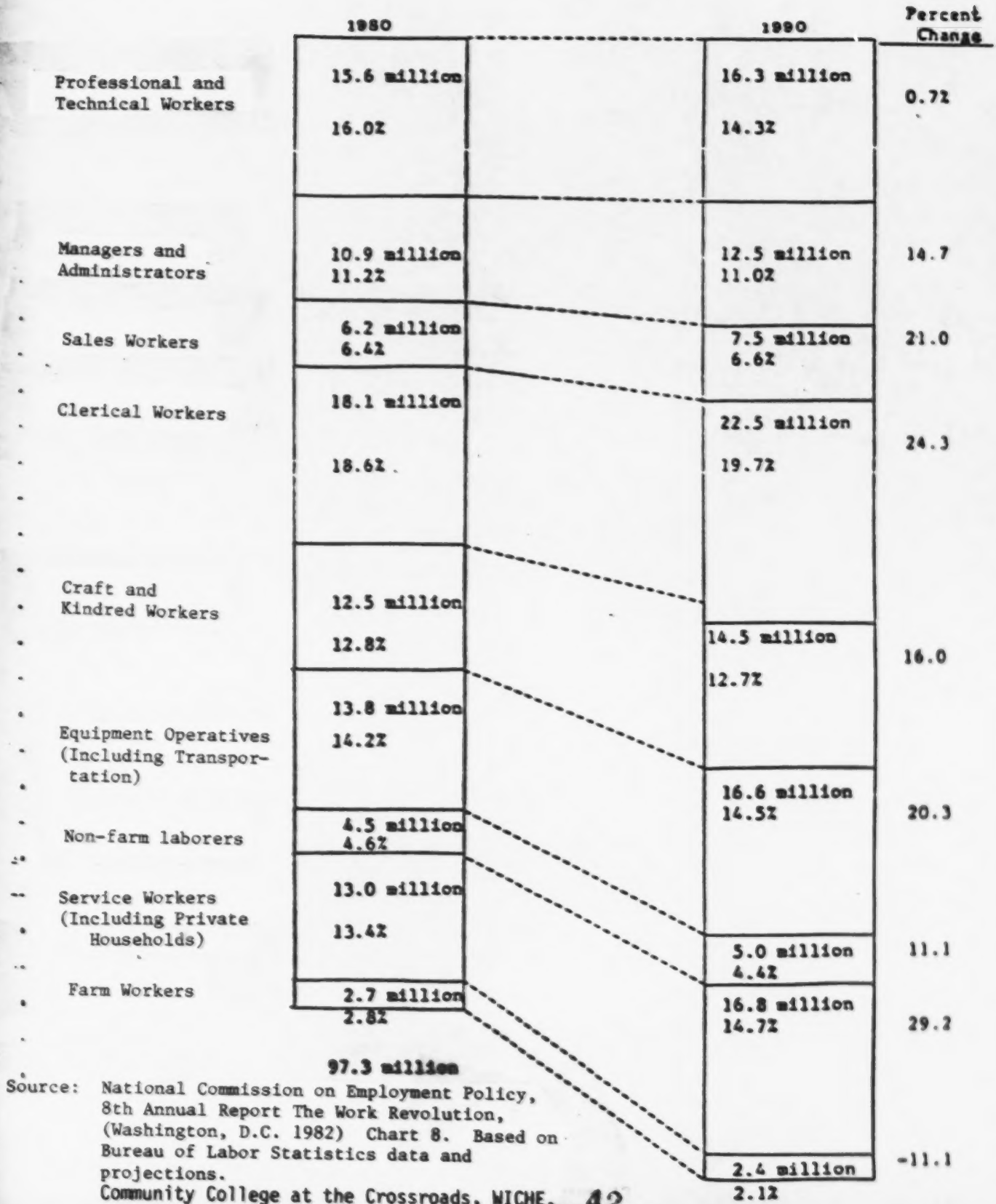
C. U.S. OCCUPATIONAL PROFILE - 1980 and 1990
(Number of Jobs in Millions and Percent of Total)



Source: National Commission on Employment Policy, 8th Annual Report The Work Revolution, (Washington, D.C. 1982) Chart 8. Based on Bureau of Labor Statistics data and projections.

Community College at the Crossroads, WICHE, page 12

APPENDIX IV

Benefits of the Community College

Supporting Information

A. Reasons for the Success of the Comprehensive Community College

1. Milti-Purpose (comprehensive) Institution of Higher Learning

   a. college transfer programs
   b. vocational-technical programs
   c. adult basic education
   d. community services
   e. cultural enrichment

2. Adaptable to a Changing Society

   a. rapid social change occurring in higher education
   b. responds to local and area requirements
   c. flexibility to add or drop programs quickly

3. Has "Open Door" Admissions

   a. any citizen can enroll
   b. only admissionn requirements is desire

4. Makes Higher Education Accessible to All

   a. low tuition and fees
   b. local
   c. conducts outreach programs

5. Development Education

   a. second chance education
   b. basic studies programs
   c. rescue function

6. Student Centered and Oriented

   a. strong counseling and guidance program
   b. faculty centered advisement activities
   c. small classes (section size)
   d. direct faculty student interaction
   e. small student faculty ratio (1 to 18)
   f. skill development services

7. Community and/or District Centered

   a. local board
   b. "people's college"
   c. "campus extends to the doorsteps of each home in the community"
   d. "dedicated to the art and science of teaching"
   e. faculty members selected on their ability to teach and work with all types of students
   f. evening and weekend classes

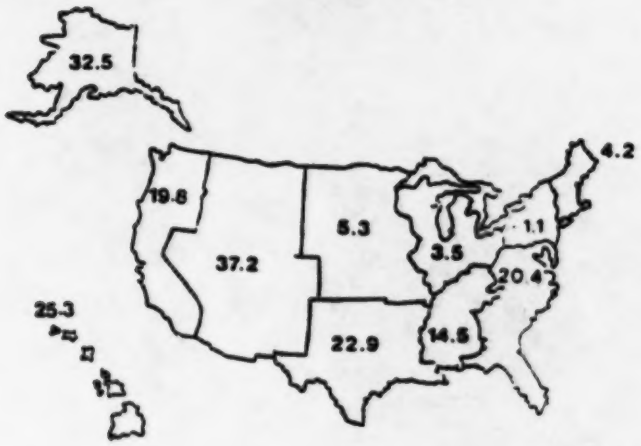
APPENDIX V

The Community Colleges in New Mexico Present and Future

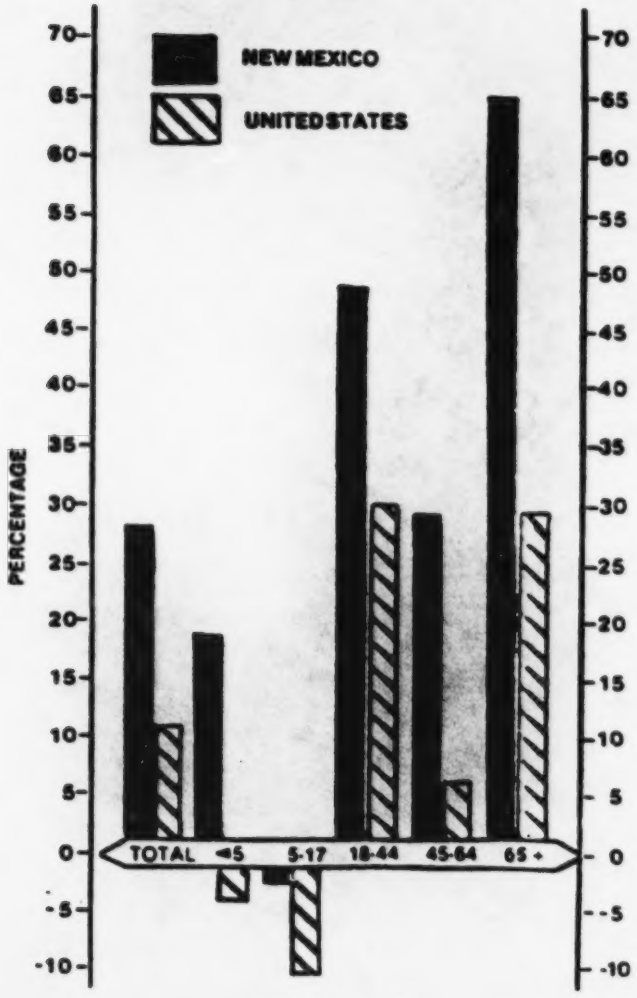
Supporting Information

A.

UNITED STATES
PERCENTAGE INCREASE IN POPULATION
BY REGION
1970-1980



PERCENTAGE POPULATION CHANGE
BY AGE GROUP
1970-1980
NEW MEXICO AND UNITED STATES



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B.

NEW MEXICO
PROJECTED COUNTY POPULATIONS
1981-2000

HEALTH DISTRICTS	COUNTY	1981 ESTIMATE	1990 PROJECTION	2000 PROJECTION	% CHANGE 1981 TO 1990	% CHANGE 1981 TO 2000
	NEW MEXICO	1,331,000	1,667,100	1,953,900	24.5	46.8
1	MCKINLEY	58,100	63,800	72,600	9.8	25.0
1	SAN JUAN	88,100	138,300	195,800	57.0	122.2
2	COLFAX	14,200	15,300	17,200	7.7	21.1
2	LOS ALAMOS	18,100	18,200	23,300	0.6	28.7
2	MORA	4,400	3,900	4,000	-11.4	-9.1
2	RIO ARRIBA	24,400	33,100	37,400	12.6	28.4
2	SAN MIGUEL	22,500	26,600	28,500	18.2	26.7
2	SANTA FE	77,000	85,700	92,300	11.3	19.4
2	TAOS	20,300	26,800	31,900	32.0	57.1
3	BERNALILLO	426,300	539,500	625,900	26.6	46.8
3	SANDOVAL	35,100	48,600	59,100	38.5	68.4
3	TORRANCE	7,700	9,100	10,700	18.2	39.0
3	VALENCIA	63,100	76,400	89,500	21.1	41.8
4	CURRY	42,400	49,600	56,000	17.0	32.1
4	DE BACA	2,300	2,800	3,000	21.7	30.4
4	GUADALUPE	4,600	5,100	5,500	10.9	19.6
4	HARDING	1,000	1,300	1,800	30.0	80.0
4	QUAY	10,500	12,000	13,700	14.3	30.5
4	ROOSEVELT	15,700	17,700	20,000	12.7	27.4
4	UNION	4,700	5,300	6,500	12.8	38.3
5	CATRON	2,800	3,200	3,500	14.3	25.0
5	GRANT	26,700	31,700	35,900	18.7	34.5
5	HIDALGO	5,900	7,100	8,200	20.3	39.0
5	LUNA	15,800	17,200	19,000	8.9	20.3
6	CHAVES	52,200	60,900	65,900	16.7	25.3
6	EDDY	49,900	57,700	64,400	15.6	29.1
6	LEA	60,600	88,900	119,900	46.7	88.8
6	LINCOLN	11,100	12,000	12,900	8.1	16.2
6	OTERO	44,200	52,600	58,600	19.0	32.6
7	DONA ANA	94,800	122,900	144,700	29.6	52.6
7	SIERRA	8,700	9,200	9,800	5.7	12.6
7	SOCORRO	13,300	14,600	16,500	9.8	24.1

SOURCE OF PROJECTIONS: "New Mexico Population Projections by County, 1980-2000," Bureau of Business and Economic Research, Institute for Applied Research Services, University of New Mexico.

Community College at the Crossroads, WICHE, page 13.

C. 1980 New Mexico Census Data - Persons 25 Years and Older by Education Completed:

Schooling	Total	White	Black	American Indian	Asian	*Hispanic
Elem (0-4)	39,734	19,840	575	9,012	256	24,765
Elem (5-8)	85,211	59,876	1,523	6,521	390	45,926
High Sch (1-3)	95,295	72,268	1,876	7,042	418	39,029
High Sch (4)	241,403	199,202	3,487	12,748	1,240	79,361
College (1-3)	121,159	105,463	2,121	5,374	693	22,523
College (4 & above)	124,345	144,788	1,105	2,203	1,215	15,472
TOTAL	707,345	571,437	10,687	42,900	4,212	222,076

* Those reported of Hispanic origin may also have reported being a part of some other ethnic group.

U. S. Census Bureau - 1980

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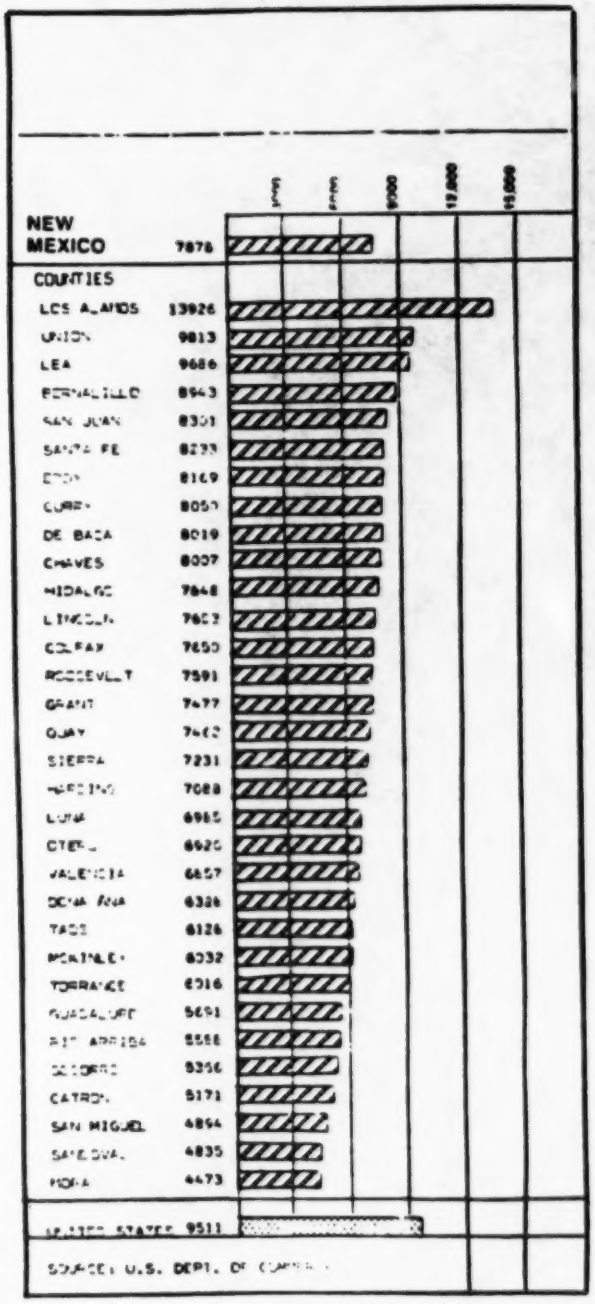
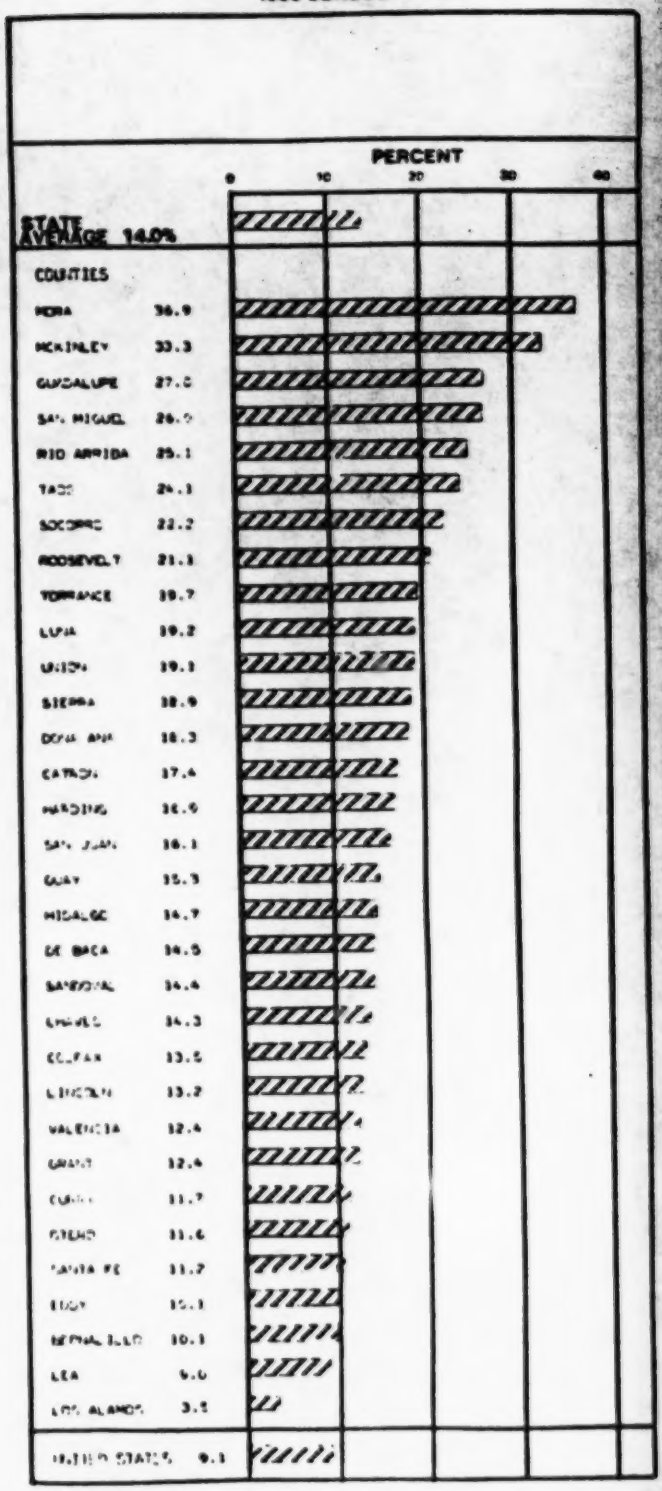
D.

PER CAPITA PERSONAL INCOME
NEW MEXICO 1980
RANKING BY COUNTY



NEW MEXICO FAMILIES BELOW POVERTY
PERCENTAGE BY COUNTY
RANKING BY COUNTY
1980 CENSUS



APPENDIX VI

Other Supporting Information

A. TUITION AND FEES IN PUBLIC COMMUNITY COLLEGES*

	1979-80	1983-84	1984-85	Percent Change 1979-80 to 1983-84	Percent Change 1983-84 to 1984-85
Alaska	$355	$600	$600	69.0%	0.0%
Arizona	134	384	393	186.6	2.3
California	0	30	100	—	--
Colorado	400	658	681	64.5	3.5
Hawaii	90	172	243	91.1	41.3
Idaho	397	605	682	56.3	12.7
Montana	303	405	408	33.7	0.7
Nevada	390	619	619	58.7	0.0
New Mexico	303	291	293	-4.0	0.7
North Dakota	581	858	896	47.7	4.4
Oregon	418	591	600	41.4	1.6
Utah	490	697	740	42.2	6.2
Washington	308	575	577	86.7	0.5
Wyoming	300	365	409	21.7	12.2
U.S. Average (48 States)	$403	$597	$637	48.1%	6.7%

* State averages for full-time, state (and district) residents.

Sources: Geoffrey Dolman, Jr., Tuition and Fees in Public Higher Education in the West, 1984-85 (Boulder, Co., Western Interstate Commission for Higher Education, 1985). Data for California and U.S. Average from Washington State Council for Post-secondary Education, Tuition and Fee Rates - A National Comparison (Olympia, WA: October, 1984), Table IX.

Community College at the Crossroads, WICHE, page 19.

B. PARTICIPATION IN TWO-YEAR COLLEGES IN THE WICHE STATES, 1982

STATE	TOTAL POSTSECONDARY ENROLLMENT	TOTAL TWO-YEAR ENROLLMENT	PERCENT IN TWO-YEAR	PART TIME ENROLLMENT: PERCENT OF FOUR-YEAR	PART TIME ENROLLMENT: PERCENT OF TWO-YEAR	MINORITY ENROLLMENT: TOTAL POSTSECONDARY ENROLLMENT NUMBER	MINORITY ENROLLMENT: TOTAL POSTSECONDARY ENROLLMENT PERCENT	MINORITY ENROLLMENT: TWO-YEAR COLLEGE ENROLLMENT NUMBER	MINORITY ENROLLMENT: TWO-YEAR COLLEGE ENROLLMENT PERCENT	PERCENT MINORITY POPULATION
ALASKA	12,303	4,925	40.0%	26.9%	67.5%	1,462	11.9%	683	13.9%	24.2%
ARIZONA	195,995	112,280	57.3%	15.8%	74.3%	31,683	16.2%	22,821	20.3%	25.5%
CALIFORNIA	1,528,979	921,659	60.3%	21.8%	70.4%	436,017	28.5%	290,832	31.6%	33.4%
COLORADO	148,403	41,401	27.9%	17.4%	60.7%	15,019	10.1%	5,228	12.6%	17.3%
HAWAII	45,642	18,911	41.1%	23.1%	50.0%	31,832	69.7%	14,800	78.3%	68.9%
IDAHO	39,989	10,473	26.2%	22.2%	20.5%	1,622	4.1%	298	2.8%	6.1%
MONTANA	33,334	3,378	10.1%	14.1%	56.2%	2,210	6.4%	902*	26.7%*	6.6%
NEVADA	33,433	15,900	47.6%	32.8%	87.7%	3,895	11.7%	2,298	14.5%	16.8%
NEW MEXICO	53,865	9,440	17.5%	32.1%	51.9%	17,302	32.1%	3,224	34.2%	47.4%
NORTH DAKOTA	33,539	7,253	21.6%	11.4%	13.6%	1,476	4.4%	686	9.5%	4.5%
OREGON	122,701	53,263	43.4%	12.7%	46.9%	8,731	7.1%	3,918	7.4%	6.7%
UTAH	96,561	17,658	18.3%	28.6%	43.4%	4,503	4.7%	1,075	6.1%	7.8%
WASHINGTON	210,826	109,336	51.9%	8.6%	45.5%	19,461	9.2%	9,692	8.9%	9.8%
WYOMING	17,961	8,577	47.8%	6.9%	42.1%	849	4.7%	555	6.5%	8.0%
WICHE STATES	2,573,491	1,334,454	51.9%	19.4%	66.0%	575,972	22.4%	357,012	26.8%	25.8%
WICHE w/o CALIF.	1,044,512	412,795	39.5%	17.5%	56.0%	139,955	13.4%	66,180	16.0%	17.5%
TOTAL USA	10,892,306	3,917,242	36.0%	18.7%	58.6%	1,820,097	16.7%	836,029	21.3%	20.4%

* The numbers appear to include enrollments at tribally-controlled colleges.

Source: National Center for Education Statistics, Higher Education General Information Survey (magnetic tapes).

Community College at the Crossroads, WICHE, page 9.

C.

PUBLIC TWO-YEAR COLLEGES and ENROLLMENTS
United States, 1950 - 1980

Year	Number of Institutions	ENROLLMENT				
		Total	Men	Women	Full-Time	Part-Time
1950	527	168,043				
1955	525	265,891				
1960	593	393,553				
1965	664	1,043,378				
1970	897	2,102,000	1,255,000	847,000	1,068,000	1,034,000
1975	1,141	3,836,000	2,097,000	1,740,000	1,663,000	2,174,000
1980	1,281*	4,329,000	1,964,000	2,365,000	1,596,000	2,733,000

* Fall 1982

Source: For number of institutions and enrollments for 1950-65, American Council on Education, 1984-85 Fact Book, (New York, 1984); for enrollments 1970-1980, National Center for Education Statistics, Projections of Education Statistics to 1990-91 (Washington D.C., 1982).

Community College at the Crossroads, WICHE, page 10.

D. Remedial Instruction in Institutions of Higher Education
Percentage of Freshmen in Remedial Courses by Subject, 1983-84

	Reading	Writing	Math
Public Institutions	18%	22%	27%
Private Institutions	9	12	15
Two-Year Institutions	19	23	28
Four-Year Institutions	12	17	19
U. S. Total	16	21	25

Change in Remedial Course Enrollment from 1978 to 1984

	Decrease	No Change	—Increased Enrollment— 10-30%	more than 30%
Percentage of Institutions	4%	33%	44%	19%

Source: U.S. Department of Education, Indicators of Education Status and Trends. (Washington, D. C., January 1985), page 14.

Community College at the Crossroads, WICHE, page 15.

E. Educational Attainment, Persons over 25 Years, 1980, By Race and Spanish Origin (Percent of Respective Population Groups)

	White	Spanish Origin	Black	American Indian	Asian
Completed High School					
Arizona	76.1	43.9	60.6	42.4	73.9
California	76.6	43.6	68.6	65.6	76.3
Colorado	80.2	48.7	74.5	68.1	77.1
New Mexico	73.1	50.6	62.7	47.3	74.7
Completed Baccalaureate					
Arizona	18.9	5.6	10.5	4.3	28.5
California	20.8	6.4	11.3	9.8	31.1
Colorado	24.0	6.9	13.8	11.5	27.9
New Mexico	20.1	7.0	10.3	5.1	28.8

Source: N.S. Kaufman, The Changing Demographics of the Southwest: Data and Issues Relating to Minority Representation in Postsecondary Education in Seven Southwest States, (Boulder, CO: Western Interstate Commission for Higher Education, 1983).

Community College at the Crossroads, WICHE, page 9.

F. Numbers of Full-Time and Part-Time Two-Year College Instructors, 1958-82

	Total Instructors	Full-Time Number	Full-Time Percent	Part-Time Number	Part-Time Percent
1958	33,396	20,003	60	13,393	40
1968	97,443	63,864	66	33,579	34
1973	151,947	89,958	59	61,989	41
1978	213,712	95,461	45	118,251	55
1980	238,841	104,777	44	134,064	56
1982	236,761	99,701	42	137,060	58

Source: A.M. Cohen, "The Community College in the American Educational System," unpublished background paper prepared for National Institute of Education Study Group (1984), Table 7.

TABLE I-12

G. Highest Degree Held by Two-Year College Instructors (percentages)

Year	Less than B.A.	Bachelor's	Master's	Doctorate
1930	7%	29%	59%	5%
1941	3	27	64	6
1957	7	17	65	10
1969	17 (includes both)		75	7
1972	3	13	74	10
1979	3	8	74	15

Source: A.M. Cohen and F.B. Brawer, The American Community College, (San Francisco, CA: Jossey-Bass, 1982), Table 13, p. 77. Additional information on sources and characteristics of the studies cited is provided in the table.

Community College at the Crossroads, WICHE, page 18.

H.

Average Full-Time Faculty Salaries in Public Universities, Four-Year Colleges, and Two-Year Colleges, WICHE States, 1981-82
(Numbers are rank in U.S.)

Universities		Four-Year Colleges		Two-Year Colleges	
1. Alaska	$39,425	1. Alaska	$35,379	1. Alaska	$39,521
2. California	34,297	2. California	31,134	2. California	30,817
7. Arizona	30,240	4. Nevada	28,042	4. Arizona	25,994
10. Wyoming	29,280	7. Arizona	27,045	U.S. Average	24,238
11. Nevada	29,134	9. Washington	26,314	8. Washington	24,157
12. Washington	29,071	U.S. Average	25,659	10. Wyoming	23,738
15. Colorado	28,213	23. Oregon	24,179	13. Hawaii	23,477
U.S. Average	27,900	24. New Mexico	24,133	17. Oregon	22,345
18. Hawaii	27,884	25. Colorado	23,986	20. North Dakota	21,990
20. Utah	27,515	27. North Dakota	23,743	23. Nevada	21,649
30. New Mexico	26,618	28. Hawaii	23,679	26. Montana	20,774
34. Oregon	26,303	33. Utah	23,280	28. Utah	20,590
39. Idaho	25,398	35. Montana	22,788	30. New Mexico	20,159
42. North Dakota	24,799	40. Idaho	22,056	32. Idaho	19,965
46. Montana	24,457	(Wyoming not applicable)		33. Colorado	19,932

Source: National Education Association Research Memo, Rankings of the States, 1983 (Washington, D.C.: 1984) pp. 26-27.

Note: Salaries reflect nine-month faculty contact.

Community College at the Crossroads, WICHE, page 20.

I.

SIX YEAR ENROLLMENT HISTORY
NEW MEXICO COLLEGES AND UNIVERSITIES
FALL FTE ENROLLMENT FOR COLLEGE CREDIT

Public Four-Year	1979	1980	1981	1982	1983	1984	Percent Change
UNM	16,151	16,238	16,420	16,752	17,115	16,659	3.2
NMSU	10,274	10,608	10,672	10,618	10,924	10,747	4.6
NMHU	1,806	1,838	1,867	1,977	2,026	1,810	.2
WNMU	1,087	1,036	1,091	1,292	1,406	1,424	31.0
ENMU	3,284	3,300	3,266	3,292	3,336	3,192	(2.8)
NMIMT	1,093	1,263	1,200	1,260	1,196	1,077	(1.5)
Subtotal	33,695	34,283	34,516	35,191	36,003	34,909	3.6
Public Two-Year							
UNM Gallup	370	487	547	587	637	684	84.9
UNM Los Alamos	—	135	186	299	284	345	NA
UNM Valencia	—	—	152	280	245	255	NA
NMSU Alamogordo	667	669	645	681	732	718	7.5
NMSU Carlsbad	329	413	357	383	465	465	41.3
NMSU Dona Ana	230	231	259	279	326	318	38.1
NMSU Grants	120	181	208	249	269	288	139.7
ENMU Clovis	323	411	650	808	870	870	168.9
ENMU Roswell	776	1,065	1,121	1,202	901	766	(1.3)
NMMI	559	546	607	535	492	453	(19.0)
NMJC	872	929	889	1,142	1,251	1,206	38.3
NNMCC	608	644	797	912	816	650	6.9
SJC	713	854	924	1,068	1,251	1,190	66.9
SFCC	—	—	—	—	342	543	NA
Subtotal	5,567	6,565	7,342	8,425	8,881	8,751	57.2
TOTAL	39,262	40,848	41,858	43,616	44,884	43,660	8.9

J. Comparison of 1985 General Appropriations Act to 1984-85 Budget

BEF 3-19-85

I and G EXPENDITURES

	1984-85 Budget	HAFC/HB2a w/e Tuition Increase	% Change
UNM	$80,954.1	$82,866.6	2.36
NMSU	$49,583.8	$50,997.4	2.23
NMHU	$10,094.6	$10,033.5	-0.61
WNMU	$5,981.8	$6,546.2	9.44
ENMU	$15,210.9	$15,174.3	-0.24
TECH	$9,320.2	$9,723.7	4.33
Total Four-year	$171,445.4	$175,341.7	2.27
Alamogordo	$2,065.0	$2,243.0	8.46
Carlsbad	$1,437.9	$1,702.9	18.43
Dona Ana	$1,882.7	$1,926.4	2.32
Grants	$1,060.9	$1,223.9	15.36
Gallup	$2,258.1	$2,688.9	19.08
Los Alamos	$1,060.2	$1,307.5	23.33
Valencia	$1,062.2	$1,284.7	20.95
Clovis	$2,896.2	$3,112.9	7.48
Roswell	$5,016.4	$4,176.1	-16.75
NMMCC	$4,064.9	$3,959.2	-2.60
Santa Fe	$2,417.0	$3,080.2	27.44
Total Two-year	$25,224.5	$26,705.7	5.87
Medical School	$22,948.1	$23,349.0	1.75
GRAND TOTAL	$219,618.0	$225,396.4	2.63

STATE APPROPRIATION

	1984-85 Budget	HAFC/HB2a	% Change
UNM	$66,916.2	$68,457.1	2.30
NMSU	$42,327.5	$43,395.6	2.52
NMHU	$9,171.3	$9,186.3	0.16
WNMU	$5,199.5	$5,778.0	11.13
ENMU	$12,877.1	$12,967.8	0.70
TECH	$7,841.2	$8,237.3	5.05
Total Four-year	$144,332.6	$148,022.1	2.56
Alamogordo	$1,624.4	$1,774.7	9.25
Carlsbad	$1,206.0	$1,369.0	13.52
Dona Ana	$1,461.4	$1,510.1	3.32
Grants	$856.1	$951.1	11.10
Gallup	$1,788.9	$2,079.1	16.22
Los Alamos	$940.9	$1,066.8	13.38
Valencia	$811.9	$1,089.7	34.22
Clovis	$2,373.7	$2,486.9	4.77
Roswell	$4,038.8	$3,611.2	-10.59
NMMCC	$3,694.5	$3,452.5	-6.30
Santa Fe	$1,705.1	$2,209.4	29.58
Total Two-year	$20,523.9	$21,640.5	5.44
Medical School	$16,340.4	$16,638.5	1.82
GRAND TOTAL	$181,196.9	$186,301.1	2.82

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K. 1985-86 Budgeted Instruction and General Revenues

	Fall 1984 FTE Enrollment	Tuition Fee Revenue	Local Support	Other Revenues	State Approp.	Total I & G Revenue
Alamogordo (NMSU)	718	$ 320,000	$ 122,028	$ 9,620	$ 1,805,400	$ 2,257,048
Carlsbad (NMSU)	465	210,000	110,461	3,000	1,389,200	1,712,661
Clovis (ENMU)	870	415,000	176,500	12,500	2,526,800	3,130,800
Dona Ana (NMSU)	318	174,600	208,907	19,803	1,526,900	1,930,210
Grants (UNM)	288	125,800	95,371	5,000	1,003,200	1,229,371
Gallup (UNM)	684	396,600	185,013	5,300	2,117,200	2,704,113
Los Alamos (UNM)	345	197,100	33,804	-0-	1,085,700	1,316,604
NM Junior College	1,206	483,220	5,190,800	121,000	435,300	6,230,320
Northern NM Comm. Coll.	650	340,000	-0-	67,000	3,485,100	3,892,100
Roswell (ENMU)	766	336,800	161,500	227,000	3,643,500	4,368,800
Santa Fe CC	543	295,300	558,000	5,400	2,237,700	3,096,400
San Juan College	1,190	710,000	4,200,000	575,000	471,300	5,956,300
Valencia (UNM)	255	137,100	50,830	960	1,102,900	1,291,790
Totals	8,298	$4,141,520	$11,093,214	$1,051,583	$22,830,200	$39,116,517

This table shows the total full-time equivalent enrollment and total instruction and general revenues for all of the two-year community colleges in New Mexico (NMMI, TVI, Tucumcari and Luna Vo-Tech have not been included because they are not comparable). The following compares enrollment and financial statistics of these colleges with state totals:

1. The community colleges have 19% of the total state enrollment and receive only 12% of the total appropriation for higher education.

2. About 40% of all community college funding is provided from local sources (tuition and fees and local property taxes).

3. The state appropriation per FTE student in New Mexico community colleges is about $2,750 compared to about $4,240 in the six four-year universities, over 54% higher in the universities.

4. The state appropriation for community colleges is less than 2% of total state appropriations.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
MAY 23 1986